



# 2018

**ANNUAL SCHOOL REPORT**

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## St Benedict's Primary School, EDGEWORTH

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## About the Annual School Report

St Benedict's Primary School is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

It is with great pleasure that I present to you the 2018 Annual Report for St Benedict's Catholic Primary School Edgeworth. The purpose of the report is to notify parents and other readers of the nature of the school and its role within the Diocesan System of Schools.

St Benedict's is a Catholic Co-educational, Kindergarten – Year 6 Systemic School in the Diocese of Maitland-Newcastle. Our Catholic identity impacts upon the total curriculum and extra-curricular life of the school. It furthermore embraces the contribution that the Sisters of St Joseph made to the spiritual life of the school and the Aboriginal people as the traditional owners of the land on which the school is built. As a Catholic school community we actively aim to express Christian values throughout the curriculum and the general life of the school. We are particularly proud of the support we give to the less fortunate and our Mini Vinnies Conference is a group of which we are extremely proud.

Whilst we have had individual and team successes in sporting, cultural and academic endeavours and general success as a school community over the year, by far our greatest achievement is in our students themselves. We at St Benedict's take great pride in the quality of our students and in the high standing they have in the local community.

The overall extent of the school's success will be more evident throughout this report. I commend the St Benedict's Annual Report to you, a copy of which will be distributed to all members of the school community and available from St Benedict's to any other interested parties. Please join with me in celebrating our achievements in 2018.

Mark Hornby-Howell

Principal

### Parent Body

At St Benedict's we are very proud of an active Parents and Friends Association. Meetings are held on the 3rd Monday of each month in the school library starting at 7pm and everyone is welcome. Our school Principal attends meetings where possible to represent the teachers and the school community.

The P&F meetings provide an open forum for all parents and members of the local community to air and discuss their concerns and to make suggestions for the continued development of the school and its facilities.

Fundraising to provide resources for the benefit of the students is central to the purpose of the P&F with the first meeting of each year dedicated to planning the fundraising activities for the year ahead.

Close collaboration between the P&F committee and the school executive team ensures that a healthy partnership exists that provides valuable and beneficial support to the children and staff. It is a working partnership and a relationship of which we are proud of.

### Student Body

The school captains and vice-captains head the student school leadership team and carry out various civic responsibilities such as conducting assemblies, attending official functions and welcoming visitors.

The captains and vice-captains are supported by the sport captains who assist the school's sport coordinator and monitor the use of sport equipment while the Mini Vinnies executive play an important role in organising events to help those less fortunate.

The school leaders at St Benedict's support the Principal and teachers providing a link between the staff and students and setting a good example.

A Student Representative Council meets twice a term, with the Assistant Principal, to discuss issues raised by the children and to implement initiatives.

## SCHOOL FEATURES

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### History of the school

We acknowledge the traditional owners of the land, the Awabakal people, on which the school now stands. St Benedict's opened in 1962 and was staffed by Sister Cabrini and Sister Anne Mary of the Sisters of St Joseph, Lochinvar. Over sixty children were housed in four wooden buildings transported to the present Edgeworth site from the Greta Migrant Camp; a fifth hut arrived and was opened as the convent in April, 1963. As the area developed, the school population increased and it became necessary to expand.

St Benedict's provides K-6 schooling based on Christian principles to give an understanding of and a commitment to the Catholic faith and its traditions. Being a faith-based school, the opportunity to celebrate liturgies and Mass together, and to experience prayer in a variety of ways and settings are important aspects of school life at St Benedict's. We characterise our Catholic identity with symbols around the school. Examples include a large metal cross, paintings, pictures, prayer spaces and prayer room. Our Religion lessons and liturgies reflect our identity and membership of the Parish of Sugarloaf.

### Location/Drawing Area

387 Lake Rd, Edgeworth, NSW 2285

St Benedict's Primary School is a coeducational Catholic Primary School. It is part of the Maitland-Newcastle Diocese. It is located in the metropolitan location of Edgeworth, New South Wales. The school has a total enrolment of 239 students. The school caters for years Kindergarten to grade 6.

Edgeworth is a suburb of Lake Macquarie, New South Wales, Australia, located 18 kilometres west of Newcastle's central business district. It is part of the City of Lake Macquarie local government area.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

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### Family, Parish and Diocesan evangelising and catechesis

The St Benedict's school community actively participates in the life of Sugarloaf Parish. Regular meetings are held between the school's Religious Education Coordinator and the Parish Priest and Parish Sacramental Team Leader. The Principal is welcome to attend Parish Pastoral Team meetings. The dot points below list some of the ways St Benedict's school is an active part of Parish and Diocesan Life.

- Grade Parish Masses are held throughout the year.
- The school's Religious Education Coordinator is a member of the Sacramental Team. Students from
- Year 2 prepare in the Parish Reconciliation Program. Students in Year 3 prepare for Confirmation while Year 4 prepare for the Eucharist. The Mini Vinnies, coordinated by the school's REC, meets weekly and holds activities each term to promote social justice.
- The school is involved in Parish/Regional/ Diocesan Assemblies.
- The Parish Priest and members of his team regularly meet with teachers and visit classes.
- The Legion of Mary uses the school's Chapel every Tuesday morning for a Mass. This Mass is facilitated by the Parish Pastoral Associate.
- The School's Religious Education Coordinator is an active member of the Parish Pastoral Council.

### Christian Discipleship

In 2018 at St Benedict's there was a focus of regular prayer being incorporated into the daily life of the school.

The teachers of Year 2, 3 and 4 teach their RE units and they coincide with the Parish Sacramental Program.

Sister Lucie worked alongside classroom teachers from Years 2, 3, and 4 helping the children prepare for their respective sacrament.

Year 5 attended a Diocesan Leadership day facilitated by the CSO.

### Religious Education and Curriculum

The aim of teaching Religion is to encourage and assist children in their growth to Christian maturity. At St Benedict's, the Religion Program is designed so that in each class there is an emphasis suitable to the children's developmental stage of learning. The program is taught using the Diocesan K-12 Religion Syllabus which is based on the previously approved Diocesan "*Step Out In Faith*" (K-6) and "*In The Light of the Gospel*" (7-12). Each staff member has a copy of the Primary Religious Education Resource Units specific to their class to assist implementation of the syllabus there is also an electronic copy available on the staff server.

The school's Religious Education Coordinator ensures that an effective and comprehensive classroom Religious Education Program is taught by supervision of teaching programs, classroom visits and meetings

with teachers.

Monday morning prayer assemblies are another way St Benedict's celebrate and pray together for a particular theme, eg Fathers' and Mothers' Day, Pentecost, and Anzac Day. Every class from Kinder to Year 6 has a Monday Morning Prayer Assembly each semester.

### Initiatives Promoting Respect and Responsibility

The importance of respect and responsibility are two characteristics that everyone on staff, students and parents are constantly reminded of, as they are integral to the school's philosophy and purpose. They are both important aspects of the school's manners sheet and statement of agreed practices. Respect and responsibility are fostered by emphasis given to respectful and responsible behaviour and by designating certain classes with the role of gardeners, "buddies" and rubbish monitoring and recycling.

Social Justice is a core value at St. Benedict's. The importance of Social Justice is reflected in the school's vision statement, which states "...the school community is committed to living our faith and respecting our world and the rights, needs and feeling of others."

St Benedict's is a very generous school community where students, parents and staff are keenly aware of the needs of others. As such the school has a very active Mini Vinnies Conference that organised various fundraising activities in support of the work of the senior conference and parish initiatives in both the local parish and overseas communities.

The school continues to develop close links with schools in Vietnam.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
33	18	16

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	45
Year 1	49
Year 2	38
Year 3	29
Year 4	29
Year 5	24
Year 6	25
Total	239

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	93	93	93	93	94	90	93

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### Student Welfare Policy

A section of the Student Welfare Policy incorporates Pastoral care and focuses upon affirmation and celebration. Strategies, like the Merit Award System and mentions in the school bulletin, provide an opportunity for all members of the community to be acknowledged positively for both academic and extra-curricular achievements.

Class teachers are the key people in the care and support of students. They work with the School Councillor, CSO Student Support Unit and the school's Teaching and Learning Support Teacher. Essential to student welfare within our community are both the support of the school executive and the weekly staff meeting where key issues associated with individual students are addressed. Each class teacher keeps running records of matters that relate to Student Welfare.

The school has a comprehensive peer support program and Kindergarten orientation procedures. The "buddy system" is an integral part of the assimilation of new students to the school. In addition mentoring, and self-esteem programs are run in classrooms. The "Rock and Water" program is run for the senior students.

A parent/teacher forum was held.

During the year staff had CPR Qualifications updated.

### Discipline Policy

St. Benedict's Student Welfare Care incorporates discipline and encourages self-discipline through example of staff, good communication, consistency of approach and positive reinforcement that includes weekly awards. This policy is re-evaluated on a yearly basis by the staff. A Community Service Folder is used to document any incidents of behaviour on the playground. Time in the Reflection Room results from serious offences and from frequent inclusion in the Community Service Folder. Parents are notified if their child attends the Reflection Room.

To represent the school as an individual or a member of a team is seen as a reward for good behaviour. Children who cannot act in a responsible manner at school are not chosen to represent the school.

Teachers keep running records of discipline matters relating to their class, including support being given to children on a behaviour management program. Occasionally at staff meetings children "at risk" who may need some additional attention and assistance on the playground are discussed. The Principal works closely with the Learning support Teacher and CSO Student Support Unit in the area of discipline.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Benedict's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

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The School Anti-Bullying Policy was updated in 2018. An Anti-Bullying Program is implemented and taught in Term 1.

A teacher/parent forum was held in 2017 to discuss the Anti-Bullying Policy and changes were implemented, especially in regards to how the policy is communicated to the parents. A Parent Forum was held in 2108 and parents are welcome to discuss issues that concern them.

## Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

### School Improvement Plan

In 2018 the primary focus was developing a collaborative culture, the key characteristic of a Professional Learning Community, among staff and building of capacity of teachers to identify need and support student learning, particularly in Mathematics and Literacy. Among a number of specific strategies utilised was a Leadership Team that was focused on effectiveness, performance and improvement, regularly scheduled learning team meetings and teaching programmes that reflected best practice.

The implementation of State Action Plan initiatives was a priority, especially for years K-2.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
There was a specific school focus for improvement in Mathematics (K-6). Data was extensively used to inform teaching programs, assess student growth and achievement and monitor student growth utilising the progressions. A Leader of Mathematics teacher was engaged. Learning intentions were introduced and student feedback was given a priority. Mathematics resources were continued to be purchased and placed in classrooms.	Expand and enhance the focus on Diagnostic Assessment particularly in year K-2. Results are used to program work and to inform teaching.
Support of Gifted and Talented students through the participation in Educational Competitions, Tournament of the Minds, Robotics, Coding Club, Spelling Bee and Mental Mathematics Bee.	Specific school focus on improvement in K-6 Science and Technology and Mathematics. Utilisation of Technology to support delivery of the Science and Technology Syllabus.
Professional Learning for all teachers and the implementation of Seven Steps to Writing Success program throughout the school. All staff were involved in a staff development day focussing on the Seven Steps process.	Continue implementation of Seven Steps to Writing Success program, including a review of scope and sequence. Supplement 7 Steps to Writing with purchase of resources.

### Academic Achievements

St Benedict's values and encourages the academic achievements of its students and rewards success, effort and improvement at both class and school level. The school's Learning Support Teacher and Learning Support Team, support the staff to assist all students reach their academic potential. The school also actively encourages student participation in Educational Competitions, including University of NSW ICAS papers and the Newcastle Permanent Mathematics Competition. Children were involved in public speaking competitions, as well as internal spelling and maths bee's. A small group of children represented St Benedict's in the Tournament of the Minds competition. Many students were awarded certificates in recognition of their achievements.

### Cultural achievements

St Benedict's places emphasis on the cultural development of its students. The school choir performs at school and parish functions. liturgies, concerts and assemblies. Guitar lessons are offered to the children. Aboriginal Studies were taught throughout the school in 2018. Children were encouraged to enter the Aspire Song Competition.

With the assistance of Mrs Pockran (specialist music teacher) the children presented a school musical titled 'Lost Now'. A number of Year 6 children composed and sang the theme song to the musical.

## Sporting achievements

St Benedict's is very proud of the high participation in sport and the many sporting achievements gained by individual students and school teams in 2018. Sporting opportunities were quite extensive throughout the year. St. Benedict's actively participates in school; Regional, Diocesan and Polding Cross Country, swimming and athletics carnivals. School carnivals are organised to allow for participation by all pupils, infants and primary. The school also encourages the children to participate in Summer and Winter Sport Selection Trials in a wide variety of sports. These trials act as pathways to State Representation. School sport is held each Friday and the emphasis is on skill development, minor games, fun and participation. Teams represented the school in the Knights Rugby League Knockout, Regional Soccer Gala Day and The Maitland/Newcastle Diocesan Netball Gala Day. The Primary and Infant students were also involved in an 8-week intensive sporting skills program run by Sport in Schools Australia. The school also participated in Macquarie Cup Soccer and Netball Competition held during Terms 2 and 3, competing against other schools in the area. The school has regular sport visits.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	76.00%	75.70%	8.00%	8.70%
	Writing	72.00%	71.70%	12.00%	10.00%
	Spelling	88.00%	69.60%	0.00%	0.00%
	Grammar	84.00%	73.10%	4.00%	11.30%
	Numeracy	72.00%	66.80%	12.00%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	54.50%	65.50%	13.60%	12.80%
	Writing	45.50%	43.70%	9.10%	23.40%
	Spelling	81.80%	63.90%	0.00%	0.00%
	Grammar	63.60%	64.40%	9.10%	14.30%
	Numeracy	59.10%	57.50%	13.60%	14.10%

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	21
II. Teachers at Highly Accomplished/Lead	0

### Workforce Composition

Number of Staff	
Total teaching staff	21
Total non-teaching staff	8
Grand total	29
Percentage of teachers who are indigenous	0

### Teacher Attendance

96%

### Teacher Retention

The number of teachers retained from the previous year is 100%.

### Professional Learning Undertaken

At the end of each school year, a professional development plan is written which identifies the focus and aims of professional development of the staff for the following year. The professional development plan forms a continuum, which builds steadily on the previous year. The plan is formulated on the professional development needs of staff, (which are identified in a survey) the needs of the school environment and the current educational climate.

The school executive attended professional development days pertaining to their roles of Principal, Assistant Principal and Religious Education Coordinator. Members of staff also attended relevant professional development.

A Graduate Certificate in Theology has been completed by the Religious Coordinator.

The Executive and staff attended in-service days pertaining to Professional Learning Communities.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

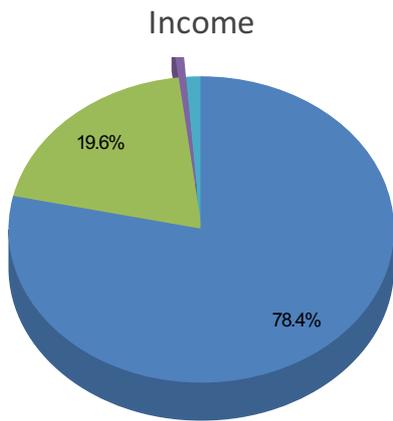
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### Student Satisfaction

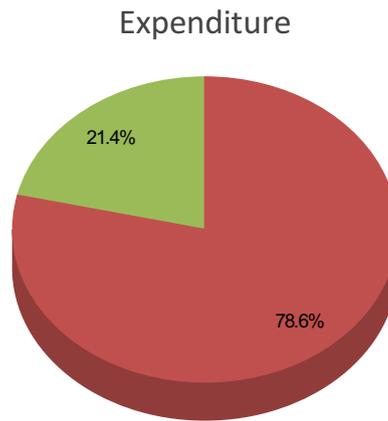
Students highlight respecting others and their property is seen as important, the fact that they understood why there were rules and out of bounds areas and that the school playground has someone there to go to for assistance. Children respond positively to the School Representative Council.

### Staff Satisfaction

The staff felt that the school's strengths were the relationships between the teachers and students and among each other, the feeling of being valued and the atmosphere of care as a feature of school life at St Benedict's.



- Commonwealth Recurrent Grants (78.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.6%)
- Fees and Private Income (0.7%)
- Other Capital Income (1.2%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (78.6%)
- Non-Salary Expenses (21.4%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,578,844
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$644,936
Fees and Private Income <sup>4</sup>	\$23,464
Other Capital Income <sup>5</sup>	\$40,153
<b>Total Income</b>	<b>\$3,298,508</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$276
Salaries and Related Expenses <sup>7</sup>	\$2,525,822
Non-Salary Expenses <sup>8</sup>	\$687,531
<b>Total Expenditure</b>	<b>\$3,213,353</b>

For the 2018 year the St Benedict's Primary School received \$11,111 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**St Benedict's Primary School**

**EDGEWORTH**

**Phone: 4958 1858**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>